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ABSTRACT

Three "enabling objectives" or learning modules comprise a learning package designed to train volunteers to assist classroom teachers. Objective 1 requires that the volunteer study and identify the 12 duties described in the "Handbook for Volunteers." Objective 2 asks that he be able to identify additional sources for help in volunteer work, and Objective 3 requires that he identify, in himself and others, those attitudes which both help and hinder student rapport. (JB)

ED 081773

AN
INDIVIDUALIZED
VOLUNTEER
EDUCATION
MODULE

ASSISTING

IN THE CLASSROOM

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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MODULES IN CLUSTER IX: Implementing A School Volunteer Program

General Skills and Knowledge

1. Administering A School Volunteer Program
2. Becoming A School Volunteer
3. Building One-To-One Relationships
4. Using The Services Of A School Volunteer

Specific Skills and Knowledge

5. Assisting In The Library
6. Assisting In The Classroom
7. Assisting With Clerical Tasks
8. Assisting With Physical Education Activities
9. Helping Students Develop Appropriate Behavior
10. Sponsoring A Special Interest Club
11. Volunteering In Special Education

DADE COUNTY PUBLIC SCHOOLS

ADMINISTRATION OFFICES

LINDSEY HOPKINS BUILDING

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August 16, 1971

Dear Volunteer:

You are to be commended for your willingness to give of your time and effort to help local educators to extend and enrich the instructional program of the Dade County Public Schools. You are an important part of the school staff, and we look forward to working with you during the school year.

This training package is designed and written to assist you in gaining skills in educational support activities. The ultimate goal is to provide a more satisfying volunteer experience, both for you and for those with whom you work.

It is not intended that you sit down and complete the entire module at one sitting. Rather, you should read and complete the activities at your convenience throughout the days and weeks as you are volunteering in the schools.

A Volunteer Resource Person has been identified in each school, and this should be the person to whom you direct any questions you may have regarding the activities described in your modules. Any slides, booklets, tapes or other audio-visual materials necessary for you to complete the activities will be available in the schools where you are volunteering or may be secured from the Department of Staff Development by the Volunteer Resource Person.

If at any time you have questions regarding your training program or wish further explanation of the activities, contact the Volunteer Resource Person in your school or the School Volunteer office.

The Dade County Public School System welcomes you as a School Volunteer and stands ready to assist you in any way possible as you contribute to an enriched and expanded instructional program for the students in our public schools.

Sincerely,

J. L. De Church

J. L. De Church, Director
Department of Staff Development

JDC/meh

INDIVIDUALIZED VOLUNTEER EDUCATION MATERIALS

A DESCRIPTION OF THE B-2 MODEL FOR PACKAGED VOLUNTEER TRAINING MODULES

A major objective of the 1969 Florida EPDA B-2 Program was to develop individualized teacher training materials. These materials were designed to be used in either pre-service or in-service teacher education. They were prepared in the form of a self-contained "packaged" module aimed at specific teaching skills or specific concepts fundamental to teaching. Each module was expected to include all of the information and directions needed to accomplish a set of observable goals.

An outgrowth of this effort has been the extension of this type of training presentation to the volunteer in the school setting. This 1971 project in material development for volunteer workers in education capitalizes on the most successful aspects of the original teacher training modules while adding additional features to further extend the concept of individualized training.

The design or model used in preparing these materials is set up so that each of the important elements (outlined below) will fulfill specific functions in assisting a user to achieve the stated goal of the module. Materials which follow this basic model will fulfill these specifications.

Objectives

The objectives describe clearly what the user should be able to do after successfully completing the activities. Objectives are stated in terms of observable, measurable behavior of the user. Two types of objectives are included:

TERMINAL OBJECTIVES will describe competencies which the volunteer will be able to apply in carrying out his function.

ENABLING OBJECTIVES will describe the sample performances which represent simplified versions of the behavior described in the terminal objective. This tells the user what he must do to complete the prescribed evaluation requirements. Since specific objectives (enabling objectives) must be measurable through methods described in the evaluation (described on the following page), each terminal objective and enabling objective has three characteristics: (1) the performance verb is stated; (2) the conditions under which performance will take place are described; and (3) the criterion level (or the standard) of acceptable performance is specified.

Prospectus

The prospectus describes how the skills taught in the module can be applied to real situations, or how they are related to some

more important purpose. The prospectus also states and describes any skills which are necessary for the learner to possess prior to beginning the module if he is to achieve success with this type of training.

Materials

All materials needed to complete suggested activities are either included or described, and source references are given if it will be necessary to order supplementary print or non-print materials.

Procedures

Procedures are designed so that the user can follow them in chronological sequence as he works to achieve each specific objective. Wherever possible, alternate activities and materials are specified. The sequence for each objective will be outlined in a flow-chart (road map) preceding the enabling activities and will normally include three types of activities:

EXPOSURE to information in the form of suggested or required reading (supplied in the materials or through suggested references), observation of material or live on-site activities, discussions, interviews, etc., to give background information, definitions, directions, models of performance or the like.

INFORMATION-PROCESSING for each of the ideas or performance requirements presented in the exposure to information. These may be in the form of response questions, observation check sheets, discussion responses, verbal or written reports, or other activities which will help the learner master the concepts to which he has previously been exposed.

Appropriate PRACTICE with FEEDBACK. The practice situations are designed to be similar to those which will be used in the evaluation. The feedback provides the learner with information about his behavior in terms of how well he is achieving target performance. This lets the learner know in what way, if any, he needs to further modify his version of the terminal behavior.

Evaluation

The major purpose of the evaluation activities is to determine the level of mastery of each of the enabling objectives for the module as a basis for deciding whether further instructional activities should be pursued. Two types of evaluation are included:

PRE-ASSESSMENT (the pretest or preliminary evaluation) will take place before the learner begins to carry out the suggested procedures. The purpose of pre-assessment measures may be to indicate whether a given objective has already been mastered,

to check readiness or to indicate a need for acquiring prerequisite subskills, or simply to provide a baseline for gauging progress, as compared with results of the terminal activity.

TERMINAL ACTIVITY (the post-test, or final evaluation) will take place after the enabling activities have been completed, or after one has successfully completed all of the pre-assessment. The terminal activity will indicate either that the objective has been achieved, or that further instructional activities should be pursued.

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INTRODUCTION

TERMINAL OBJECTIVE: After identifying suggested duties, locating appropriate resources and planning rapport building activities, the volunteer will express confidence in assisting in the classroom.

INSTRUCTIONS TO PARTICIPANTS:

Although this module has been designed for individualized learning, it is not intended that you work completely on your own. There will be opportunities for you to work with other participants (assigned teachers and task directors) in small group situations. Within your school there will be a B-2 or Volunteer Resource Person who should help provide the materials and equipment you need, clarify any portion of the procedures which are not clear, assist in making decisions about your progress, serve you during evaluation stages and generally facilitate your attainment of the objectives.

INSTRUCTIONS FOR ADMINISTERING MODULES:

1. This booklet should not be written in by participants.

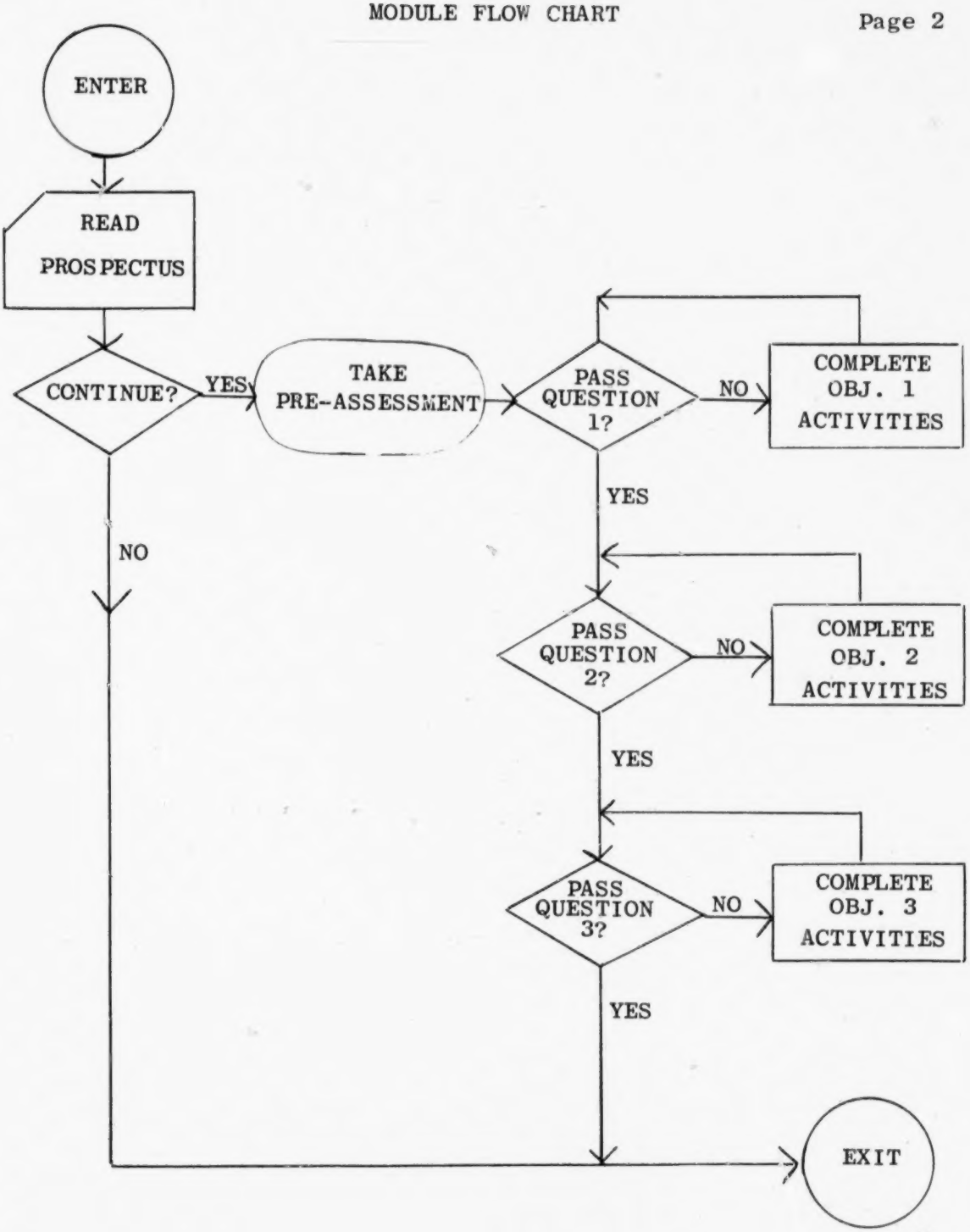
2. This module is programmed to be self-administering, but it is advisable that groups of volunteers begin together and work within the same area in order to provide for maximum interaction.

3. Many materials and resources are suggested, but only the Handbook for Volunteers, School Volunteer Program, Dade County Public Schools, is required. It is available from the School Volunteer Program Office.

4. There should be time set aside for individual evaluation and progress reports between the participant and the school's Volunteer Resource Person.

5. Each participant should fill out a B-2 Module Feedback Sheet at the completion of this module.

MODULE FLOW CHART



MODULE 6 - Assisting in the Classroom

Prospectus

The enabling objectives for this module are:

ENABLING OBJECTIVE 1: The volunteer will identify the 12 duties of the classroom assistant as described in the Handbook for Volunteers.

ENABLING OBJECTIVE 2: After classifying the 12 duties suggested in the Handbook for Volunteers, the volunteer will identify at least one resource suitable for use to gain additional skill in any of the following areas: working with students, performing clerical duties, and preparing teaching aids.

ENABLING OBJECTIVE 3: After differentiating between attitudes which help and attitudes which hinder rapport, the volunteer will identify corresponding characteristics in those with whom he will be associated.

The activities in this module will help you explore and clarify your duties as a classroom volunteer. There will be many avenues of exploration open to you and many resources suggested. The main emphasis will be on analyzing how to achieve success in each area of service identified in the formal description of your job in the Handbook for Volunteers, Dade County Public Schools.

To determine if this module can be of use to you, turn the page and take the Pre-assessment. You will find additional information there.

MODULE 6 - Assisting in the Classroom

Pre-assessment

DIRECTIONS: Begin with question 1. If necessary use a separate sheet to complete any lists, descriptions, etc. Then follow the directions contained in the response you choose.

1. Can you list the 12 duties identified for your job as described in Handbook for Volunteers, Dade County Public Schools?

   A. Yes, then go on to question 2.
   B. No, then complete this module by turning to Enabling Objective 1, on page 5.

2. Can you list 3 appropriate resources that you could use to improve your skills in any of the duty areas? Compare your list with the suggestions on page 9 of this module.

   A. Yes, then go on to question 3.
   B. No, then complete this module by turning to Enabling Objective 2, on page 7.

3. Have you discussed with your assigned teacher, your plan for building rapport between yourself and the teachers, administrators and students?

   A. Yes, then you have satisfied the objectives for this module. Meet with your Volunteer Resource Person to decide on your next step.
   B. No, then complete the rest of this module by turning to Enabling Objective 3, on page 12 of this module.

MODULE 6 - Assisting in the Classroom

Enabling Objective 1

The volunteer will identify the 12 duties of the classroom assistant as described in the Handbook for Volunteers.

ACTIVITIES FOR OBJECTIVE 1:

1. Read and study the 12 duties of a classroom assistant suggested in the Job Description section of the Handbook for Volunteers, Dade County Public Schools.

2. Write the letters CHAPS across the top of a sheet of paper and classify the main action word in each duty under the corresponding letter. Example: In duty number 1, the main idea is helping a student or a group; therefore, this activity would fit under the H category. Check your finished classification with Study Sheet #1 on the next page.

3. Meet with one of the following to discuss, expand or modify your CHAPS list: your Volunteer Resource Person, another classroom assistant volunteer (either new or experienced), your assigned teacher.

4. Go back to question 1 of the Pre-assessment on page 4 of this module.

MODULE 6 - Assisting in the Classroom

Study Sheet #1 - CLASSIFICATION OF DUTIES BY ACTION WORD

DIRECTIONS: Study the following chart and let these little CHAPS help you understand your duties.

C	H	A	P	S
Clarifying teacher's directions (#2)*	Helping a student or a group (#1)	Assisting with special projects (#3)	Preparing ditto & homework (#4)	Sharing resources & talents (#8)
Checking attendances, etc. (#5)	Helping inventory supplies (#7)	Assisting in room decorating (#11)	Preparing games, etc. (#6)	
Collecting money, etc. (#10)	Helping with field trips (#9)	Assisting on play-ground (#12)		

*Numbers refer to the number of the duty as listed in the Handbook for Volunteers, Dade County Public Schools.

MODULE 6 - Assisting in the Classroom

Enabling Objective 2

After classifying the 12 duties suggested in the Handbook for Volunteers, the volunteer will identify at least one resource suitable for use to gain additional skill in any of the following areas: working with students, performing clerical duties, and preparing teaching aids.

ACTIVITIES FOR OBJECTIVE 2:

1. Consider the 12 duties of a classroom assistant suggested in the Job Description section of the Handbook for Volunteers, Dade County Public Schools. Write the following 4 categories across the top of a sheet of paper: working with students, performing clerical tasks, preparing teaching aids, miscellaneous. Now write each of the 12 duties under the appropriate category. Check your finished classification with Study Sheet #2 on the next page.

2. Since you have classified the duties, consider in which of the first 3 columns you need the most help, additional information or more experience. (The duty of sharing resources and talents #8, will be treated under a separate objective.) Now, turn to Study Sheet #3 on page 9 of this module and select one resource from the list associated with the category where you need help.

3. Secure that resource from the suggested source and study it. Then participate in a sharing activity with any of the following: another volunteer, your assigned teacher, your Volunteer Resource Person. At that session discuss:

a. What you learned
b. How you can use the information
c. Where you can receive additional help

4. Go back to question 2 of the Pre-assessment on page 4 of this Module.

MODULE 6 - Assisting in the Classroom

Study Sheet #2 - CLASSIFICATION OF DUTIES BY FOCUS

DIRECTIONS: Study the following chart to help you understand the scope and focus of your duties.

WORKING WITH STUDENTS	PERFORMING CLERICAL TASKS	PREPARING TEACHING AIDS	MISCELLANEOUS TASKS
Helping a student or a group (#1)*	Checking attendance, etc. (#5)	Preparing ditto & homework (#4)	Sharing resources & talents (#8)
Clarifying teacher's directions (#2)	Helping inventory supplies (#7)	Preparing games, etc. (#6)	
Assisting with special projects (#3)	Collecting money, etc. (#10)	Assisting in room decorating (#11)	
Helping with field trips (#9)			
Assisting on playground (#12)			

*Numbers refer to the number of the duty as listed in the Handbook for Volunteers, Dade County Public Schools.

MODULE 6 - Assisting in the Classroom

Study Sheet #3 - GUIDE TO DUTY-RELATED RESOURCES

DIRECTIONS: Select and use one resource from the duty area where you feel the most unsure.

DUTY AREA	RESOURCES	SOURCES
Working with Students	1. "Goals and Guidelines" (for use with individuals or groups)	1. See Study Sheet #4 on page 10 to 11 of this module
	2. In and Around Dade Co. Bulletin #2D (for field trip information)	2. School's curriculum assistant, your teacher or Textbook Department
	3. Appropriate grade level curriculum guides	3. Same as above
Performing Clerical Tasks	1. B-2 Volunteer Module IX:7 Assisting with Clerical Tasks	1. B-2 Volunteer Resource Person or Volunteer Office
	2. Teacher's Handbook and Opening-of-School Bulletins	2. Your assigned teacher, school's main office or curriculum center
	3. Appropriate school personnel: treasurer, attendance clerk	3. Corresponding offices or rooms in your school building
Preparing Teaching Aids	1. Various B-2 Modules	1. B-2 Resource Person
	2. Teacher training films from County Audio-Visual Catalogue	2. School's curriculum assistant or your assigned teacher
	3. Idea and how-to-do-it books from Teacher's Professional Library	3. Call and use assigned teacher's name; books come in school mail

MODULE 6 - Assisting in the Classroom

Study Sheet #4 - GOALS AND GUIDELINES*

Volunteers, more often than not, are inclined to underestimate the degree of influence which they have had on the students with whom they have come in contact. To be sure, progress may be slow and difficult to assess, but we know it occurs. Differences in attitudes and outlooks on life are among the most difficult to measure in objective fashion...but they are measurable!

As volunteers, we do NOT intend to:

... replace the school as the basic source of education
... change the curriculum of the school
... replace the counselor
... replace the professional in assisting severely retarded or psychotic youngsters
... replace other kinds of recreational, welfare, or other social agencies
... replace parents and friends of the pupil as the main source of human interaction

Then what positively DO we intend?

1. Help remove the personal and social blocks that interfere with the child's ability to utilize fully the opportunities that the schools regularly provide. These include such blocks as:

   ... poor, or at least different, self-images
   ... alienation and lack of communication between the child and all kinds of agencies and institutions, particularly the school
   ... paucity of psychological support from the family
   ... a sense of helplessness and hopelessness concerning his future
   ... an absence of adult models that he can identify with
   ... and, in general, a confusion about the values of education to him.

   It is believed that the face-to-face relationship between the child and a successful adult can help build a bridge for the child to enter more fully into the life of the schools and other institutions that are essential to his preparation for becoming a functioning adult in the mainstream of our society.

*Adapted from Volunteers in Education, U. S. Department of Health, Education and Welfare.

Study Sheet #4 - GOALS AND GUIDELINES (continued)

2. Help him fill in the gaps ... in skills and information... that somehow he failed to bridge earlier and which prevent him from doing the current schoolwork that is based on these foundations. These gaps occur in:

   ... academic skills, as well as general or specific information which is taken for granted as known (but which may not be) and which is essential to further understanding

   ... study habits: mobilization of supplies and study materials, the importance of finishing a job, etc.

   ... knowledge of where to find information: use of the library, how (and of whom to ask questions)

   ... learning to listen and observe

   ... communication of ideas through speech as well as writing

There is no firm agreement concerning the extent to which volunteers can assist children in closing these gaps. Here is the point at which the background, a skill of the volunteer, and the availability of professional consultant, becomes critical.

3. Provide additional enriching experiences and materials as a supplement to the regular school work. These might include:

   ... trips, not only to museums, libraries or symphonies, but also to such things as a college classroom, a data processing laboratory, jail, a construction site, etc.

   ... informal conversations with people who are outstanding in their occupations or who have had relevant interesting experiences

   ... the opportunity to meet other youngsters of a different class, race, or religion

   ... participation in activities such as a newspaper, a mock election, etc. (feasible in group situations, or where the volunteer is working within a classroom structure)

   ... and, of course, additional books, materials, equipment and supplies.

MODULE 6 - Assisting in the Classroom

Enabling Objective 3

After differentiating between attitudes which help and attitudes which hinder rapport, the volunteer will identify corresponding characteristics in those with whom he will be associated.

ACTIVITIES FOR OBJECTIVE 3:

1. Following the directions on Study Sheet #5 on the next page of this module in order to differentiate between attitudes and actions which promote rapport and attitudes which hinder rapport.

2. In order to clarify any ideas from Study Sheet #5, participate in discussion or sharing session with any of the following:

a. Your assigned teacher
b. A group of volunteers
c. A mixed group of volunteers and teachers

3. Identify the people with whom you will need to build rapport by filling in a chart similar to the one in Study Sheet #6 on page 14 of this module. The Characteristics Column should include both attitudes which promote and attitudes which hinder rapport.

4. Go back to question 3 of the Pre-assessment on page 4 of this module.

MODULE 6 - Assisting in the Classroom

Study Sheet #5 - THE HELPING RELATIONSHIP

DIRECTIONS: The following chart shows lists of terms which are used by both professional educators and knowledgeable laymen to describe attitudes and actions affecting education. The conditions on the left seem to promote positive inter-personal relationships, while the characteristics on the right seem to hinder them. On a separate sheet list each of the 7 pairs of extremes and then associate each of the center terms with the appropriate extreme. Do not read the information at the bottom until you have classified all 28 center terms.

Promote Rapport					Hinder Rapport
Reciprocal Trust	1. Confidence		3. Acceptance		Distrust
	2. Fear		4. Defense		
Cooperative Learning	1. Exploring		3. Questing		Teaching
	2. Training		4. Advising		
Mutual Growth	1. Becoming		3. Fulfilling		Evaluating
	2. Fixing		4. Correcting		
Reciprocal Openness	1. Spontaneity		3. Candor		Strategy
	2. Rigidity		4. Calculation		
Problem Solving	1. Sharing		3. Opting		Modeling
	2. Guiding		4. Informing		
Autonomy	1. Freedom		3. Equality		Coaching
	2. Control		4. Mold		
Experi-mentation	1. Innovation		3. Excitement		Patterning
	2. Fixed		4. Standard		

According to consulting psychologist, Jack R. Gibb, the odd numbered items help and the evens hinder.

MODULE 6 - Assisting in the Classroom

Study Sheet #6 - YOUR TASK FORCE

		NAME	CHARACTERISTICS	
T	TEACHERS	1. 2. 3. 4.		
A	ADMINISTRATORS	1. 2. 3. 4. 5.		
S	SELF			
K	KEY KIDS	1. 2. 3. 4.		

B-2 MODULE

FEEDBACK SHEET

No learning resource is ever "finished" or final. Your feedback as a user of this experimental version is especially needed so that modification can be made.

Title of Module: _____ No. _____

Name of reviewer (optional) _____ Date: _____

1. Do you feel that this module has improved your professional skills?

_____ Yes _____ No

2. Would you suggest modifications to improve the module?

_____ Yes _____ No

3. If yes, indicate section where modification is needed.

_____ Objectives _____ Materials _____ Activities or Procedures _____ Evaluation _____ Other

4. Please list below any technical or typographical errors you noticed (spelling, punctuation, omission, typos, incorrect page references, etc.)

Page	Item

5. Please list any terms or expressions that you think might be changed (not clear, too technical, jargon, "education-ese", too abstract, etc.)

Page _____ Item _____

6. Are there any explanations or directions that you feel are not clear, too long, or too short?

Page _____ Item _____

7. Are there any activities or procedures that you feel should be changed, (eliminated, expanded, revised in any way, substituted for other types of procedures.)

Page _____ Item _____

8. Where might changes be made in the evaluative sections (pre-assessments, pre or post tests, post assessment, internal practice and feedback activities, work sheets, checklists, rating scales, etc.)

Page _____ Item _____

9. Do you know of any resource material (reading, films, tapes, activity descriptions, games, critical problem situations, etc.) that might be used with or incorporated into this module? Please give us as much information as you can about locating the resource and how it might be utilized here. Add additional sheets if necessary or attach materials where needed.